

Moorlands Junior School Pupil premium strategy statement

1. Summary information					
School	Moorlands Junior School				
Academic Year	2019-20	Total PP budget	£31,640	Date of most recent PP Review	n/a
Total number of pupils	258	Number of pupils eligible for PP	21	Date for next internal review of this strategy	July 2020

2.a. Current attainment- Whole school including SSC children- End of KS2 May 2019 (8 PP children in total -1 PP child = 12.5%)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	75%	78%
% achieving expected or above in writing	75%	83%
% achieving expected or above in maths	75%	84%
% achieving expected standard in reading, writing and maths	75%	71%
% achieving higher standard in reading, writing and maths	0%	13%
Average progress in reading	-3.07	0.32
Average progress in writing	-3.71	0.27
Average progress in maths	-3.39	0.37

2.b.Current attainment- Mainstream only- End of KS2 May 2019 (6 PPG children in total - 1 child = 17%)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	100%	78%
% achieving expected or above in writing	100%	83%
% achieving expected or above in maths	100%	84%
% achieving in reading, writing and maths	100%	71%
% achieving higher standard in reading, writing and maths	0%	13%
Average making progress in reading	0.72	0.32
Average making progress in writing	-0.94	0.27
Average making progress in maths	-0.61	0.37

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Ensure the provision for all PP children is high standard, equitable and individually targeted	
B.	Identified SpLD/complex learning/ social communication needs early in KS2 and late transfer into the school affects the progress of children in the SSC in all subjects.	
C.	Low numbers of children eligible for PP attain GDS.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.		
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the % of pupils who are eligible for PP that attain the higher standard in individual and combined subjects at the end of KS2.	In 2019, the gap is diminished further between mainstream pupils who are eligible for PP and those that are not in maths. There was no gap at the end of 2019 at expected standard was 1% and at greater depth was 31%.
B.	Sustainable attainment of qualifying children who have a statement or EHCP for special educational needs in the SSC.	The gap between PP children with SEN and non-disadvantaged is reduced.
C.	Attain national average progress in writing and in maths by the end of KS2 for pupils that are eligible for PP. Retain above national progress in reading.	Pupils eligible for PP make as much progress as non-disadvantaged pupils across Key Stage 2 in maths and reading. Measured in Y4, 5 and 6 by teacher assessments. Pupils continue to make more progress than non-disadvantaged children in writing.
D.	Provision of counselling or therapy support where there are issues which are affecting readiness to learn	All pupils' mental health needs are catered for so that they are able to concentrate on their studies in school.
E.	Equality of provision and enrichment activities for eligible pupils	Pupils eligible for PP are not detrimented due to the financial circumstances of their families, they have access to the same enrichment, sporting, and musical activities as their peers.

3. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?															
Ensure the provision for all PP children is high standard, equitable and individually targeted	<ul style="list-style-type: none">EEF Peer Review of QFT strategies provided for Pupil Premium children	<p>A review completed by peers not connected to the school will offer a fresh viewpoint on current practice.</p> <p>The workshop which is delivered post review will allow all staff to be part of the process and engage with recommendations and changes to be implemented.</p>	<ul style="list-style-type: none">Post review Action Plan with clearly defined timescales, monitoring responsibility and success criteria will drive the changes.Regular pupil progress meetings with PP intervention leads will ensure accountability and early recasting of the individual offer as necessary.	E. Litten C Kendal S.Wood Class teachers (CTs)	<p>Review Autumn Term-19/11/2019</p> <p>Post Review Workshop Spring Term-08/01/2020</p> <p>Action Plan in place Spring 2</p>															
Improve the % of pupils who are eligible for PP, in mainstream, that attain the higher standard in individual and combined subjects at the end of KS2.	<ul style="list-style-type: none">Quality first teachingEmployment of 0.2 FTE PP intervention teachersFocus on challenge for the children working at GDS	<p>2019 end of KS2 SATs results for mainstream showed a very positive picture in attainment at Expected Standard in that all pupils attained expected standard in all areas.</p> <p>However, data shows that our mainstream PP children are not attaining the higher standard in combined subjects.</p> <p>As the overall percentage of all mainstream children attaining higher standard is above or well above national for all three subjects this must be an area for improvement for our PP children to ensure equity.</p> <table><tr><td>Subject</td><td>School</td><td>National</td></tr><tr><td>Reading</td><td>40%</td><td>27%</td></tr><tr><td>Writing</td><td>23%</td><td>20%</td></tr><tr><td>Maths</td><td>42%</td><td>27%</td></tr><tr><td>combined</td><td>18%</td><td>11%</td></tr></table>	Subject	School	National	Reading	40%	27%	Writing	23%	20%	Maths	42%	27%	combined	18%	11%	<ul style="list-style-type: none">Early intervention for pupils who need these prior to a new strand being introduced.Regular review of pupil progress and attainment at year group meetings with SLT.PP case studies to be continued to closely monitor each pupil.	Class teachers (CTs) SLT PP intervention teacher (PPIT)	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>
Subject	School	National																		
Reading	40%	27%																		
Writing	23%	20%																		
Maths	42%	27%																		
combined	18%	11%																		

<p>Attain national average progress in writing and in maths by the end of KS2 for pupils that are eligible for PP.</p> <p>Retain above national progress in reading.</p>	<ul style="list-style-type: none"> Quality first teaching Employment of 0.2 FTE PPIT All CTs to attend year group networks to share ideas and experience English and maths Subject Leaders to attend Subject Leader network meetings English Subject Leader to continue to work with DHT at local school on monitoring and next steps days Offer parent classes as appropriate linked to Trafford College 	<p>Progress in Reading was above mainstream non disadvantaged but below for writing and maths.</p>	<ul style="list-style-type: none"> All TAs will receive training to allow them to support classes And individual children in reading and writing to improve the content and structure of their work across a range of subjects and genres to enable them to access greater depth Subject leaders will cascade information at staff meetings and lead in-house training to ensure all staff are fully prepared and support to challenge higher attainers. Parents will be invited to attend courses facilitated by Trafford College and to try out some activities which would support their child's learning or provide them with a better understanding of the curriculum. 	<p>TAs</p> <p>Maths and English Subject Leaders</p> <p>SLT Trafford College</p>	<p>As offered</p> <p>On going</p> <p>As offered through the year.</p>
Total budgeted cost					£21,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attainment of qualifying children who have a statement or EHCP for special educational needs in our Small Specialist Class</p>	<ul style="list-style-type: none"> Support as outlined in the EHCP may include a place in our resourced provision (Small Specialist Class) Weekly recorder lessons (SSC) Wider opportunities music project 	<p>By virtue of their EHCP some of our PP children are placed in our Small Specialist Class. This is a 10 place provision, allocated by Trafford EHC team. The class has 1 FTE teacher and a TA and the children are taught daily on individualised targets, outlined in their personalised support plans, in small groups.</p> <p>As they already receive small group and individual support our efforts are in providing enrichment activities some of which are proven to improve mathematical understanding. 'Gardner's theory of multiple intelligences incited several researchers to re-examine the relationships between musical experiences, music learning, and academic achievement. ' (<i>The learning of music as a means to improve mathematical skills (PDF)</i>) It also provides our pupils to engage in social activity as an ensemble.</p>	<ul style="list-style-type: none"> Pupils will perform in our annual musical soiree Pupil Progress meetings will closely monitor small step progress and identify changes in individual needs. 	<p>SSC teachers</p>	<p>ongoing</p>
Total budgeted cost					£750

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of counselling or therapy support where there are emotional/anxiety issues which are also having a knock on effect affecting readiness to learn	Employment of a specialist counsellor (JD Therapy) to support identified children	EEF research on interventions that target Social and Emotional Learning (SEL) show that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Liaison with class teachers and parents for early identification. Meetings between parents and counsellor prior to commencement of sessions. 10 week programme facilitated by counsellor with planned exit strategies. Regular top ups will be provided as necessary.	SENCos CTs Julie Drinkwater (Counsellor)	Autumn 2019 onwards
Equality of provision and enrichment activities for eligible pupils	<ul style="list-style-type: none"> Financial support for school trips, before and after school clubs and Y5 and Y6 residential activity holidays Support for individual pupils with uniform 	Although there is no research that shows investment in providing PP children access to the same enrichment, sporting, and musical activities as their peers. Here at Moorlands we see the extended curriculum as an important part of any child's education. In fostering talents that may lie outside the academic sphere we provide opportunities for children to excel in areas they may not have had the opportunity to try and we set children up to have experiences that will enrich their vocabulary, creativity and their soul.	School's Charging Policy sets out the agreed protocol in relation to funding enrichment activities for PP children.	Governors SLT School Business Manager	Autumn 2019 onwards
Total budgeted cost					£9,500